

**THE EFFECTIVENESS OF USING MAKE A MATCH
TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN
PROCEDURE TEXT AT THE SECOND SEMESTER OF THE
SECOND GRADE STUDENTS OF SMKS TRISAKTI JAYA
BANDAR LAMPUNG IN THE ACADEMIC
YEAR OF 2020/2021**

**A Thesis
Submitted as a Partial Fulfillment of the Requirement for S1-
Degree**

**By:
TITIK NUR HASANAH
NPM.1611040268**

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF RADEN INTAN
LAMPUNG
2021**

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**Advisor: Dr. Melinda Roza, M.Pd
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**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF RADEN INTAN
LAMPUNG
2021**

ABSTRACT

THE EFFECTIVENESS OF USING MAKE A MATCH TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN PROCEDURE TEXT AT THE SECOND SEMESTER OF THE SECOND GRADE STUDENTS OF SMKS TRISAKTI JAYA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

**By:
TITIK NUR HASANAH**

The result of the research is to know whether there was an effectiveness of using Make a Match Technique towards Students Writing Ability in Procedure Text at the Second Semester of the Second Grade of SMKS Trisakti Jaya Bandar Lampung in the Academic Year 2020/2021. Based on the preliminary research, it showed the students' writing ability in Procedure Text at the second grade of SMKS Trisakti Jaya, Bandar Lampung was still low.

The research was conducted by using pre experimental design, type the one group pretest-posttest. The population of this research was the second grade of SMKS Trisakti Jaya Bandar Lampung. The researcher took the sample by total sampling, the sample was XI MP as an experimental class, consist of 32 students. To collect the data, the researcher used a writing test as an instrument. There was a pre-test that was held before the researcher gave treatment to the experimental class and a post-test which was held afterward. To make the data analysis, the researcher analyzed the data by using paired sample test formula.

After giving the post-test, the researcher analyzed the data using paired sample test formula. After doing the hypothetical test, it was obtained the result of (2-tailed) was less than 0.05. This result means there was an influence of using Make a Match Technique towards Students' Writing ability in Procedure Text at the second semester of the second grade at SMKS Trisakti Jaya Bandar Lampung in the academic year of 2020/2021.

Keywords: *Experimental Design, Student's Writing Ability, Make a match*



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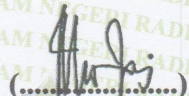
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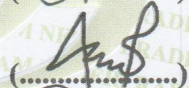
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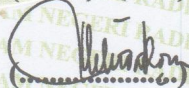
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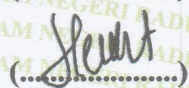
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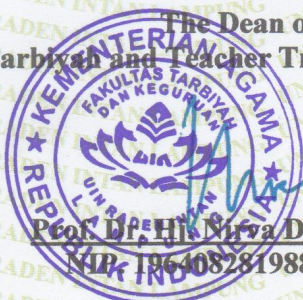
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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

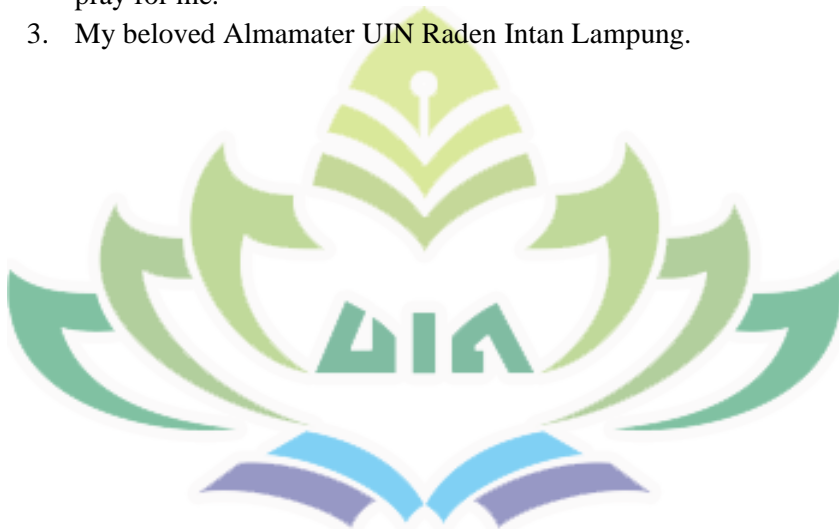
“Nun, by the pen and by the (record) which (men) write.”
(Q.S. Al-Qalam: 1)



DEDICATION

All praise to Allah for his abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to:

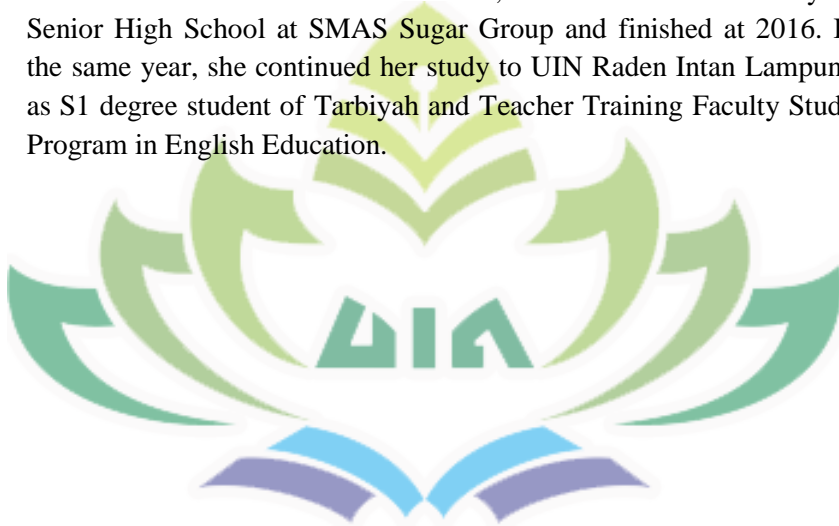
1. My beloved parents, Mr. Nurkholis and Mrs. Siti Romlah who always pray for my success and give me motivation and support to study hard until now. I love them so much, Allah blesses you mom and dad. Never ending support to finish this thesis. I am very grateful of having them by my side in every condition.
2. My beloved sister, Miranda Nur Halimah and my beloved brother, Ahmad Fadhillah who always support and advice, motivate and pray for me.
3. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Titik Nur Hasanah. She was born on January 20nd 1998 in Seputih Mataram, central of Lampung. She is the first child of three children of a lovely couple Mr. Nurkholis and Mrs. Siti Romlah. She has one sister namely Miranda Nur Halimah and one brother namely Ahmad Fadhillah

The researcher began her study in Kindergarten at TK Gula Putih Mataram. Afterward, she continued Elementary School at SDS 01 Gula Putih Mataram in 2004 and finished in 2010. After that, she continued her study at Junior High School at SMPS Gula Putih Mataram and finished in 2013. Then, she continued her study at Senior High School at SMAS Sugar Group and finished at 2016. In the same year, she continued her study to UIN Raden Intan Lampung as S1 degree student of Tarbiyah and Teacher Training Faculty Study Program in English Education.



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This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' test partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this final project are always open-heartedly welcome.

Bandar Lampung, 30 June 2021

The Researcher,



Titik Nur Hasanah

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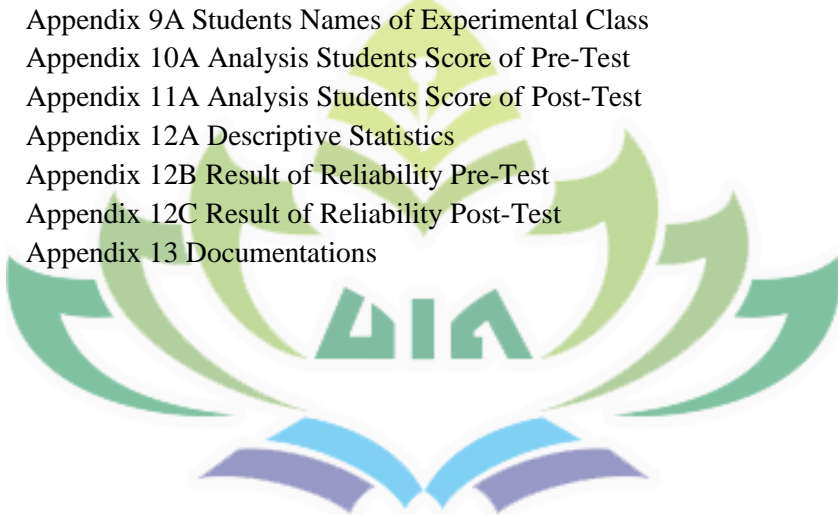
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the skills that students need to develop while studying English. It allows us to organize terms, phrases, and paragraphs. We may share our definitions in written form while doing writing activities. "Writing is an analytical practice of seeking the ideas and thinking about how to convey and organize them into a declaration and paragraph that is simple to be understood by the people," Nunan said it represents the concept or idea of the writer in a sentence, even a paragraph. Writing is a declaration that we should think objectively by writing that the reader can understand what authors write about. It should be proportional to the material to achieve a successful writing output. The purpose of transmitting the message to the reader should be written by the researcher, and when writing, the researcher must have the reader in mind.

In addition, writing shows what we are thinking about. According to Harmer, "students should be encouraged by writing to communicate their perceptions, thoughts, and feelings of ideas." In writing sentences, particularly in the use of grammar, we have to be careful. If we have incorrect grammar, the context will be different, so the writer's interpretation and the readers' understanding will also be different. It implies that the writer's intent is not well communicated to the reader. If the author wants to do the writing process, to begin writing the words or phrases, she needs some steps. The outcome of writing before publishing is important to correct. Often we only concentrate on writing a concept, without testing the material, often by writing. Effective writing, therefore, involves many things: a high level of coordination in terms of the creation and structuring of ideas, data, and arguments.

Some procedures or steps have to be followed to make decent writing to start writing. As Dyson and Freedman state in Laurie, A sharp "Writing is a process of growth and flexibility," writing requires a process that is versatile because it needs some steps before the last outcome. Good writing outcomes are dependent on the method of the authors. They are improving their skills well so the outcome is good or not at all. The methods used by a writer during the acts of writing are versatile.

In conclusion, writing is one of the skills to unite the definition through the written form in English. Students need some way to reflect their thoughts in writing, or thinking and writing also help readers understand what the writers mean.

In vocational school, writing is taught formally to fulfill their needs. For example, the teacher has to follow the syllabus or such as curriculum that the students' needs. The teacher needs to know whether it is suitable or not. In vocational school procedure text that is taught is based on their major. In a vocational school kind of procedure, text is like taking money from the automatic teller machine.

Even in vocational school teacher needs to decide the media, technique, method for teaching procedure text inside the classroom. Technique, media, or methods that are chosen, give effect on quality of learning, that make the students understand the material that is taught. In vocational school, the teacher should use a variation technique, method, or interested media. Students need something desperately that makes them interest to be more active in the learning process. In this way, we need some interactive learning while discussing a writing topic. Giving them some interesting learning will help the student enjoy the learning process. For example, most of them lack grammar so we have to explain it well about how to write in a good way using some technique or method. Then, not only learn about English but how to make students think that learning English is easier. It could help them to strengthen their appropriate language behavior and foster themselves in writing.

The difficulties of writing are students find difficulties in composing sentences. The Students lack of interesting teaching-learning process. “Byrne categorizes three problems that make skill writing work to master, namely linguistic, cognitive, and content problems.”¹The first is a problem in linguistic. It is related to our expertise in writing whether it is correct and therefore the sentences that are formed will be able to unite with others. The result is the text that is created can be properly exploited by the readers, the second problem is cognitive problems related to the forms of language, structure, grammar that are useful for communication activities in writing. The students are difficult in writing is like how to arrange the word into a good sentence. It is why the researcher hopes to minimize when making mistakes when Students want to write sentences.

As it is explained, teaching writing skills takes an interesting way. Because most of the students find difficulties in writing an English text. In addition, the use of technique, method, or media does not attract the students to the learning process. Otherwise, the researcher will make the students more enjoy the learning process using a technique chosen make a match.

Based on preliminary research the researcher conducted, at SMKS Trisakti Jaya Bandar Lampung, the researcher found that students lack interest in taking a note of a lesson, the students like using gadgets more to take a photo of a note, than writing in a book. The Researcher interview the English teacher M. Yamin, S.Pd about the ability of the students in the English language especially about students’ writing. He said that students got some problems in writing ability. The students got difficulty in arranging the words into good sentences.² The teacher also said that the students have less spirit in making sentences. The teachers do not apply an interesting technique, method, strategies, or media in the learning process. He only asked the students to

¹ Donn Byrne, Teaching Writing skills, England: Longman, 1984,

²Hubaedillah, Interviewed to English Teacher of SMKs Trisakti Jaya, Bandar Lampung, on January 15th 2020 , Unpublished

listen to his explanation, then the student try to understand about the material, and last, the students have to retell the material to make sure their understanding.

In addition, most of the students in this school have a minimum vocabulary to arrange the sentences. The students are still confused about the choice of the word, the grammar, and how to write it in a good way. The Students are less interested in writing a sentence and how to construct sentences. They are confusing to arrange the words into sentences. Students are difficult to unite an idea to make a framework.

Furthermore, the researcher asked the teacher about the criteria of the score in an English lesson. While some of the students are less appetency in learning English. It could be seen from students' English scores. Almost of the students' score is lower than 72 it can be seen on table 1.

Table 1

The students' English in writing skill score at SMKS Trisakti Jaya, Bandar Lampung in the Academic Year of 2020/2021

No	Score	Classes		Total
		XI MP	XI BP	
1	< 72	18	14	32
2	≥ 72	11	13	24
Total		29	28	59

Source: English teacher's document of SMKS Trisakti Jaya, Bandar Lampung in the Academic Year of 2020/2021.

From table 1, there are so many students who got scores in English that is still less from the criteria of a minimum standard (KKM). At SMKS Trisakti Jaya, Bandar Lampung the criteria of minimum mastery (KKM) is 72. It is hard for the students to practice writing or construct sentences.

Based on the explanation before, it can be concluded that there were several problems that students face in learning English at SMKS Trisakti Jaya, so the researcher was interested in doing the research about writing in the vocational school. In this case, the researcher used a technique named 'make a match'. This technique is one of the techniques for teaching writing. This technique is started when the students asked to find their partners' cards. They have to find the partner before the time limit, students who can find the partner will get points. It means that it is easy for the students in the learning process and can help the learning activity by providing an attractive technique. It makes the students can find their partners in the learning activity. It also makes the students can be more active.

Moreover, some previous researches have been done and they are related to the use of the 'make a match' technique. The first previous research is from Feranda Tiara Sandita entitled "The Influence of using Make a Match Technique towards students' speaking ability at the first semester of the tenth grade of MA AL-Hikmah, Bandar Lampung in the academic year 2018/2019". The result of the research is there is an influence of using make a match technique towards the students' speaking ability.³

The second previous research is from Siti Fatimah Zahroh entitled "Improving Students' reading comprehension through make a match technique in descriptive text in the first semester at Eight grade SMPN 1 Sendang Agung In Academic Year 2019/2020". The result shows that the implementation of the make a match technique in this study is successful to improve the students' reading comprehension.⁴

³Feranda Tiara Sandita, *The Influence of using make a match Technique towards students' speaking ability at the first semester of the tenth grade of MA AL-Hikmah, Bandar Lampung in the academic year of 2018/2019*. Universitas Islam Negeri Raden Intan

⁴Siti Fatimah Zahroh, *Improving Students' reading comprehension through make a match technique in descriptive text in the first semester at eight grade SMPN 1 Sendang Agung In Academic Year 2019/2020*. Universitas Islam Negeri Raden Intan

The third previous research is from Citra Maharani entitled “The influence of collaborative writing technique towards students’ procedure text writing ability the first semester of the Twelfth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2018/2019.” The result is there is an influence of using collaborative writing towards students’ procedure text writing ability.⁵

There are differences between the three previous types of research above and this research. The previous research used make a match technique to know its influence on students’ speaking ability, the second previous research used make a match technique successful to improve the students’ reading comprehension and the third previous research used to know its influence of collaborative writing technique towards students’ procedure text writing ability. While in this research, the use of the ‘make a match’ technique is in writing ability especially in procedure text.

Based on the explanation, this technique is expected to be the researcher interested to take research by the title “The effectiveness of using ‘make a match’ technique toward students writing ability in procedure text”

B. Identification the Problem

Based on the background of the problem, the researcher identified the problem of students writing ability such as; sometimes it is difficult for the students in arranging the words into sentences. Then students are less interested in writing, students like using gadgets more to take a photo of note than writing in a book. In addition, the students have the minimum vocabulary to construct sentences. The teacher has difficulties in handling a crowded class.

⁵Citra Maharani, *The Influence of collaborative writing technique towards students’ Procedure Text writing ability the first semester of the Twelfth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2018/2019*. Universitas Islam Negeri Raden Intan

C. Limitation of the Problem

Based on the background and identification of the problem above, the researcher focused on this research, especially in procedure text. It is limited on the theme, which is only about procedure in their major that is business office. The procedure of how to do something or make something.

D. Formulation of the problem

From the limitation above, the researcher formulated the problem as follows: How is the effectiveness of using make a match technique towards students writing ability in procedure text in the second semester of the second grade of SMKS Trisakti Jaya, Bandar Lampung in the academic year 2020/2021?

E. Purpose of the Research

The purpose of the research is to find out whether using the make a match technique is more effective towards the students writing ability in procedure text in the second semester of the second grade of SMKS Trisakti Jaya, Bandar Lampung in the academic year 2020/2021.

F. Uses of the Research

It is hoped that the result of this research can be beneficial in the English teaching and learning process as presented below:

1. Theoretically

To give information to the English teacher of SMKS Trisakti Jaya about the effectiveness of using the make a match technique towards Students' Writing Ability. The result of the research is expected to inform that make a match technique can be used in writing procedure text.

2. Practically

a. For the teacher

By using the make a match technique the teachers can improve their learning process so it is easy in explaining the material. Besides that, the goals of learning can be achieved and students are getting an understanding of the material of learning.

b. For the students

By using the make 'a match technique, it is hoped that students are motivated in the learning process especially in writing procedure text. Students are more interested in learning English especially writing skills so that their writing skills are improved. Students can develop their ability in writing especially in procedure text so that they can elaborate their writing skills.

c. For the school

It is expected that this research useful for the new student in learning the English lesson. Schools also can apply this technique in the learning process. It is hoped that this research useful for the long term, not the short term.

d. For the institution

It is expected that this research can provide an attractive technique in a learning activity for school. It is hoped that the institution uses an additional techniques for the teacher during the learning process.

G. Scope of the Research

The scopes of this research were as follows:

1. Subject of the Research

The subject of this research was the student at second grade of SMKS Trisakti Jaya, Bandar Lampung in the academic year of 2020/2021

2. Object of the Research

The object of this research was the use of make a match technique in students writing ability in procedure text.

3. Place of the Research

The research was conducted at SMKS Trisakti Jaya, Bandar Lampung

4. Time of the Research

The research was conducted at the second semester of the second grade students of SMKS Trisakti Jaya, Bandar Lampung in Academic year 2020/2021





CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

1. Writing

a. Definition of Writing

Writing is one of the skills to be achieved in English by the students, besides listening, reading, and speaking. Furthermore writing is an activity that we can write any kind of idea, or about what we are thinking. According to Randal states that "writing is an ability to make a form of words that in general, it may have a higher truth value than the fact that it has set it down."⁶ It means that the reader should know the meaning that can be acceptable. Besides that, a text or written text should contain meaning values so that the readers can get benefit from writing. Then writing can also practice producing meaningful values while it is sharing important information.

Furthermore writing is a skill that needs practice in the way of expressing ideas. Harmer said that "writing is a media of communication through writing messages."⁷ Writing is one of the language skills as a result of three skills before. It plays an important role in learning English as a measurement of student achievement in learning English at school. Writing is a result because this is the last step as four skills before. By writing, we deliver the message to the reader so that it is a sign to communicate. Writing can be done by typing some words become sentences to express ideas or information that can deliver the message.

⁶Randal Horton, *Definition of Place*, (Pearson education, 2006), P.117.

⁷ Jeremy Harmer, *How To Teaching English* (New England: Longman, 2004),

Moreover, Writing is the last step in three skills. Patel and Jain state that “writing is the essential feature of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentences pattern.”⁸ It means we have to consider the grammar in writing a text. Writing is the way to combine word by word into sentences. In the process, we have to be careful to spell the words, and the most important one is the pattern that will be used.

In conclusion, writing is important, to make word form into sentences. Writing is also difficult among three other skills in English. It is needed to elaborate the writer’s idea and feeling into written form. The students have to consider the sentence pattern in the writing activities.

b. Aspects of Writing

There are some aspects of writing that students should notice in writing skills. As the writer, we should pay attention of each aspect to make good writing. According to Brown, "the categories for evaluating writings are: First, Content It includes the thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions. Second, Organization It includes the effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length. Third, Discourse includes topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation. Fourth, Syntax). Fifth, vocabulary).Sixth, mechanics, It includes spelling, punctuation, and citation of references, neatness, and appearance.”⁹

⁸M.F. Patel, Praveen M. Jain, *English Language Teaching* (Jaipur: Sunrise Publisher,2008).p.125

⁹H. Douglas Brown,"*Teaching by Principle: An Interactive Approach to Language Pedagogy* ", (New York: Pearson Education, 2001), P.61.

c. Process of Writing

The student who wants to be able to write good writing, have to construct good sentences and they need to exercise regularly. Construct good sentences, need more exercise. There are some steps of writing a process. While producing a good result of writing is not easy as it. McKay states, “Writing is both a process and product.”¹⁰ It means that this writing is as a process and also a product of writing. So, in doing writing activities, students need along with step to make good results. In writing, there are several steps to aware of. Start from word selection to form a sentence. According to Toby Fulwiler states that composing process of writing is; first exploring, which means when you write something you have to explore the memory, text, news. Second drafting, is the main form of the argument or story, and some sense of beginning, middle, and end. The third is researching, when you write, you need content as well as direction. It means that we have to write carefully based on the idea. Fourth is revising a good final version of writing should be by process of editing and revising all the mistakes that they made. Last is editing, we want to see everything works, from the clarity ideas to the logic of the sentences, we have to make sure small mistakes.¹¹

Moreover, several steps in the writing process are also important to know. According to Hayes and Flower in Laurie Sharp identified four major writing processes:¹²

- a. Planning, means the first step of writing come up with an idea, organizing, and the last goal setting.

¹⁰Penny Mckay, *Assessing Young Language Learners*, (Cambridge: Cambridge University press,2008),p. 245

¹¹Toby Fulwiler, *College writing a personal approach to academic writing*, (Boynton: Portsmouth,2002), p.15

¹²Laurie A. Sharp, Acts of Writing: A Compilation of Six Models that Define the Processes of Writing, *International Journal of Instruction*, July 2016, accessed on February,16,2020.

- b. Translating, means after planning the idea for the document it is needed.
- c. In review, it means in this step we have to check the correct errors and try to revise them.
- d. Monitoring, it means this step as a final draft of gathering all the idea. The writer here can be planning the next section of writing, as they produce a text they may read what they have written.

d. Teaching of Writing

Harmer states that writing is an activity to express and put on ideas or thought in written form.¹³ It means that the students express their ideas in a written form to communicate to the readers so they will be understood by the readers. Teaching writing is an activity both teacher and students inside the classroom in written form. According to Brown, the current emphasis the process of writing must be seen in the perspective of a balance between process and product, as follow:

1. Focus on the process of writing that leads the final written product
2. Help students to understand their composting process
3. Help them to build repertoires of strategies for prewriting
4. Give students time to write and rewrite
5. Place central importance on the process of revision
6. Let students discover what they want to say as they write
7. Give students feedback throughout the composting process (not just on the final product) as they attempt

¹³Jeremy Harmer, How to Teach Writing (Edinburgh Gate:Pearson Longman,2004), p.4.

to bring their expression closer and closer to the intention

8. Encourage feedback from both the instructor and peers
9. Include individual conferences between teacher and student during the process of composition.¹⁴

It transfers an informational message to the readers the student has to use grammatical and coherence correctly. It happens naturally, so it needs to be developed by them, and it is hoped that the students should master the components of the language. In addition, Harmer said that writing is a process because it goes through many stages. It can be said that when we are trying to write something, we need some steps.

2. Procedure Text

a. Definition of Procedure Text

Procedure text is a kind of English Texts which the students describe how something is accomplished through a sequence of actions or steps.¹⁵ Procedure text used to tell how to make something or anything. According to Mark and Kathy Anderson, "a procedure is a piece of text that gives us instructions for doing something."¹⁶ Furthermore, according to Compact Oxford, the English Dictionary procedure is an established or official way of doing something.¹⁷ From that statement, it can be understood that

¹⁴ H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco :Longman,2000), p.335

¹⁵Emi Emlia, *Pendekatan Gendre-Based dalam Pengajaran Bahasa Inggris :Petunjuk untuk Guru* (Bandung :Rizki,2011),p.8.

¹⁶ Mark Anderson, "Text Type in English", (Australia:Macmillan Education, 1998),P.45.

¹⁷Muthmainnah, Improving Ability in Writing Procedure text through pictures at the tenth year students of SMAN 3, *Journal pepatuzdu Vol.10 No 1 November 2015* Accessed on 16 February 2020.

procedure text gives us the direction or the ways to do something. Meanwhile, the procedure text explains the way or steps to do or to make something, it also consists of what tools or ingredients should be prepared. Everything should need to be well prepared so everything runs well.

This type of text has a generic structure. Anderson and Kathy said that there are three components of the generic structure of a procedure text, namely;¹⁸ Introductory to this statement that gives the aim or goal. This may be the title of the text or an introductory paragraph. Next, a list of the materials that will be needed to complete the procedure may be a list or a paragraph, this step may be left out in some procedures. Then a sequence of steps in the order they need to be done; Numbers can be used to show first, second, third, and so on. The second is the order is usually important; such words as now, next, and after this can be used. Last is, usually, the steps begin with a command such as add, stir, or push.

b. Generic Structure of Procedure Text

Generic structure of procedure text as Anderson and Kathy in Citra Maharani said that there are three components of generic structure of a procedure text namely;¹⁹ 1. Goals or aim, the goal is a title of the text that predicts the conclusion that may occur. 2. Material or ingredients is a tool or anything which is needed in the process of the step, that tells the precise information (how long, how many, and what type). 3. Step is ways, method or what you should do.

Based on the explanation the researcher can conclude the generic structures of procedure text are, first the aim states

¹⁸Anderson, Op.cit 51

¹⁹Citra Maharani, *The Influence of Collaborative Writing Technique Towards Students' Procedure Text Writing ability at the first semester of the twelfth grade of MA Alhikmah Bandar Lampung in the academic year of 2018/2019*, accessed on February 17 2020

clearly at the first step. The second material is the detail of the process. The last is the step of making something.

c. **Example of Procedure Text**

The example of procedure text in **How to Make a Salad Fruit**

Goal: is how to make salad fruit.

The ingredients or materials are; first some fruits like grapes, watermelon, apple, pear, so on. The second is yogurt. The third is milk. The fourth is cheese. The last is a bowl.

Procedure; First we must cut the fruits and peaches in a half. Second, put the pieces of fruits inside the bowl. After that, pour the milk yogurt inside the bowl too. Next mix all the ingredients, after they finish, put them in the refrigerator. The last, after it freezes the fruit salad is ready to serve.

d. **Language Feature of Procedure Text**

Language feature of procedure text uses adverbial of sequence or using temporal conjunction (first, second, third, the last). It uses command or imperative sentences. It uses action verbs and using simple present tense

e. **Purpose of Procedure Text**

The purpose of procedure text is to explain to the reader how to make, operate, and do something through a sequence of actions or steps.

Based on the explanation about the procedure text, the researcher takes the conclusion that the procedure text is a text that tells about how to make or do something through some steps. There is a generic structure that should be contained in the procedure text.

3. Make a Match Technique

a. Definition of make a match technique

This research used a technique namely the 'make a match' technique. Curran states that the 'make a match' technique is one of the cooperative learning techniques that make the students active in the teaching and learning process.²⁰ It means it is easy for the students in the learning process and can help the learning activity to provide an attractive technique.

The purpose of using the 'make a match' technique is to make the students easier in writing a text. According to Huda, the purposes of the model 'make a match' are to deepen the understanding of the materials, excavating of the materials, and education.²¹ Make a match technique is a learning model that is developed by Loma Curran. The main feature of the model make a match is students asked to look for a partner card which is the answer to or certain questions in learning.²² In this technique, the students are divided into two groups, group A and group B. Each of the students in each group gets one card. The students in group A get the topic cards while the students in group B get the simple description cards. After they find their matches, they have to report them to the teacher and the last step is the teacher asks them to compose sentences based on the topics and the description text that they got on their cards.

By using the 'make a match' technique, teachers can motivate and encourage their students to be more interested

²⁰Afriani, *Teaching Vocabulary Through Make A Match Technique At JuniorHigh*

School, (Padang: The Publication Article, 2014) available on <http://ejurnal.bunghatta.ac.id/index.php?journal=JFKIP&page=article&op=view&path?%5B%5D=2>

²¹Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran* (Yogyakarta: Pustaka Pelajar,

2013), p.251

²²Aris Shaimin, 68 model pembelajaran Inovatif dalam kurikulum 2013, (Arruzz media, 2017), P.58

and enthusiastic in learning English. In teaching English for vocational high school students, the teachers use the 'make a match' technique to make teaching and learning easier. When the students are interested in the learning, they will concentrate and participate actively in the class.

In teaching procedure text, the use of 'make a match' technique is considered as the appropriate technique. Suprijono stated that by using the make a match technique, the students attracted and pay more attention to the teachers. The students do not feel afraid of making mistakes to write. Moreover, the teachers can minimize their difficulties in leading their students to write since the technique is applied.

b. Procedure of Make a Match Technique

The teaching learning process can be more active and fun by using the make a match technique of cooperative learning, we can make all of the students participate inside the classroom. The procedures are as follows; 1.) The teacher divides the students into two groups. The first group is the students who bring the question cards, the second group brings the answer cards. 2.) The teacher settles the groups into U form. The first and second groups should face to face. 3.) The teachers prepare several cards that contain some concept or topic that is suitable for review, instead of one part of the card and other simple description cards. 4.) Each student gets one card. 5.) Any student looking for couples who have cards that match the cards (description cards). 7.) After the match the card the students have to report it to the teacher. 8.) The last step is the teacher asks the students to compose longer paragraphs based on the topic they got. 9.) Any student who can match his cards before the deadline is given the points. 10.) After a round of cards are shuffled again so that each student gets a card that is different from the previous one. 11.) Conclusion or ending theme

c. **The Advantages of Make a Match technique:**

This technique also has advantages so that it is helpful in the learning process. According to Aris Shamin some advantages of using 'make a match' technique are as follows; first, an atmosphere of excitement will grow in the learning process. The second, cooperation between fellow students realized with dynamic. The third is the emergence of an equitable working dynamics around the students. Last is, it helps the students to enjoy the learning process.²³

Some advantages that Ari Shamin does not mention but in the book that is written by Lie. There are also some advantages; first, students are more active in learning. The second, it can add students' motivation in learning. Third, the learning material makes the students pay more attention to learning. Forth, it trains the students' bravery to perform in presenting their results. Last the 'make a match' learning technique can be used for all subjects.

d. **The Disadvantages of Make a Match technique**

This technique also has disadvantages. Aris Shamin states that there are some disadvantages of using make a match technique as follows; 1) Lack of needed guidance from the teacher to do the learning. 2) The atmosphere of the class became rowdy so that it can interfere with other classes. 3) Teachers need the preparation of adequate instruments and materials.²⁴

B. **Concept of Online Learning**

This learning is usually done face to face but the process of learning could also be done online depending on the conditions. Meanwhile, Carliner states that defined online learning is educational material that is presented via a

²³ArisShaimin, 68 *model pembelajaran Inovatif dalam kurikulum 2013*, (Arruzz media,2017), P.59

²⁴*ibid*

computer.²⁵ Online learning is education that takes place over the internet. It is referred to as “e-learning” among other terms. In addition, online learning is just one type of distance learning. As we know that there are many webs or applications that we used for online learning such as Whatsapp, Google Classroom, Google Meet, Zoom, Weblog, Facebook, and others.

a. Advantages of Online Learning

Online learning is a learning process that utilizes the internet and digital media in the delivery of the material. Online learning is considered a boon due to the reasons given below:²⁶

1. Accessibility

Online learning provides accessibility because students can learn from anywhere in the world. No matter where the student lives and what they want to learn. Students learning options are not limited by their geographical location.

2. Personalized Learning

The Online Learning system enables a student to determine and process his or her learning style, content, aim, current knowledge, and individual skills. Therefore, person-specific education could be provided through creating individual learning styles. Online learning enables the individual to plan and direct his or her learning. It has the potential to motivate, develop confidence, and self-esteem, and overcome many barriers that learners encounter, personalize the learning experience, widen access, and improve the learning experience.

²⁵ S, Carliner. *An Overview online learning* (2nd ed) (Armherst, MA: Human Resource Development Press, 2004). p. 19

²⁶ Mehra, V. *Teachers' Attitude Towards computer use implications for Emerging Technology Implication in ET*, Journal of Teacher Education and Research, Noida, Vol.2, No.2, December 2007. p.1.
<https://www.researchgate.net/publication/332833360> accessed on 8th July 2020.

3. Develops cognitive abilities

In a study, it was found that online learning might be effective in developing the teacher's cognitive abilities. A student can find unlimited information they can access with just the click of a button. Students can take courses or online learning as it can help to develop cognitive abilities.

4. Cost-effectiveness

Online learning is cost-effective because less money is spent on traveling and buying books or spending money in the college context. Students who want to through this mode need to have access to the necessary computer hardware as well as paying often substantial fees for access to an internet service provider.

5. Promotes research

Students are excited to publish their work when they produce something of extremely high quality. With the permission of their teachers, they post the work on the web as examples for current and future students.

6. Basic computer skills

Both on and off-campus students who choose to study online have an opportunity to gain technical skills in using information communication technology (ICT). These skills are likely to be useful to them in their professional life and all future endeavors which may be in themselves marketable features of their education.

7. Equal Opportunity to all

All students are equals, they are not treated differently based upon caste, creed, race, sex, religion, and disability, etc. Rather online learning is a boon for learners who are disabled and face problems in commuting and for those sections of the society who live at far-off places where the schools/colleges are at a distance place.

8. Self-Pacing

Due to individual differences, all learners are not able to complete the work assignments at a given time due to which they have to face difficulties. Online learning allows students to work and learn at their own pace without time restriction. The learner is free to complete the course work according to his own will and he can take as much time as he requires without being termed as slow by his peers.

9. Globalization

Internet connects people all over the globe, therefore, it is vital to experiment with electronic learning situations wherein students share ideas and resources, access information about current events and historical archives, interact with experts, and use online databases.²⁷

b. Disadvantages of Online Learning

It is well said that technology is a good slave but a bad master. Online learning also shows it is other not so good as follows:

1. Feeling isolated

Technological advances in the modern era, the social development of a child has taken the back seat. Students remain in touch with their online friends sitting at far-off places through WhatsApp, Instagram, Facebook, Google Meet, Zoom, Web blog but fail to meet and greet a person sitting just next door to them. This tendency leads to a feeling of isolation.

2. Lack of funds

Points out that technology's downsides include cost, hardware issues, internet problems, production of course materials and worry about the availability of funds.

²⁷Prof. Indira Dhull & MS. Sakshi. *Online Learning*. Journal Research Paper. E-ISSN No. 2454-9916 Vol: 3 Issue:8 Aug 2017, p.2.. <https://www.researchgate.net/publication/332833360> accessed on 8th July 2020.

3. Poor accessibility in Remote Areas

Hardware, software, and connectivity facilities are prerequisites that enable online teaching and learning. In the absence of any one of these, Online learning cannot achieve its objective some people do not have ready access to a computer and internet connection, and some who do have the required equipment feel ill-equipped to use it.²⁸

C. Relevance Studies

The previous first research is by Melinda Prawati entitled "Teaching Writing Procedure Text Through Demonstration" This research was designed to answer the research question about whether teaching writing especially in procedure text through demonstration for Conversation Elementary III E-Colink Education Centre Pontianak is effective. Before doing the treatments, the writer did a pre-test. After the treatment, a post-test was administered to the sample. The result shows that the mean score of students pre-test was 47.75 while the post-test was 70.75. The different score between pre-test and post-test was 23. It is concluded that that teaching writing procedure text through demonstration give a high significant effect to increase the students' achievement in writing procedure text.²⁹

Based on, previous research by Nilam Sulistyaning, 2014 "The Effectiveness of Using Cooperative Learning Make-a-Match Technique to Teaching Noun Phrase (A case of Seventh Graders of MTS NU Ungaran Academic Year of 2013/2014)."The main purpose of this study is to find out if Cooperative Learning Make-a-Match technique is effective to teach English vocabulary related to simple noun phrases for the seventh graders of MTs NU Ungaran in the academic year

²⁸ *Ibid.* p.3

²⁹ Melinda Prawati, Teaching Writing Procedure Text through Demonstration, (Thesis of undergraduate study program by Melinda Prawati, TanjungPura University), P.1.

2013/2014.. The subjects of the research were VIIC class as experimental and VIID class as control group. In this research, the researcher used quasi experimental design. In the research it has done some steps, they are pre-test, treatment and post-test. The result of the data showed that the mean of the score of posttest in experimental was 74.14 while the control group was 67.86. It indicates H was accepted. From the result above it can be concluded that Cooperative Learning Make-a-Match technique in teaching noun phrase vocabulary was effective.³⁰

The last related literature review of Nopia Epalen about “The Development of Teaching Material of Writing Complex-Procedure Text Based Thinking Map on X Grade Students' of State Vocational School 7 Medan. This research aims to know the result of teaching material development of writing complex-procedure text based thinking map on X grade students of State Vocational School 7 Medan”. Data collection technique uses observation, interview, questionnaire, and writing test of writing explanation text. This proves that teaching material of developed writing complex-procedure text can increase student's learning result by using learning.

³¹

The review of literature Siti Fatimah Zahroh, “Improving Students' Reading Comprehension through Make a Match Technique in Descriptive Text In the First Semester at Eighth Grade SMP N 1 Sendang Agung in . Academic Year of 2019/2020.”

The objective of this research is to find out whether there is any improvement of students' reading comprehension after

³⁰Nilam Sulistyanning, The Effectiveness of Using Cooperative Learning Make-a-Match Technique to Teaching Noun Phrase (A case of Seventh Graders of MTs NU Ungaran Academic Year of 2013/2014. Bachelor Degree, Sultan Agung Islamic University Semarang.

³¹Nopia Epalen, The Development of Teaching Material of Writing Complex-Procedure Text based Thinking map on X grade students of states vocational school 7 Medan, (Thesis of undergraduate study program of Nopia Epalen, State University of Medan), P.56.

being taught by make a match technique. The result shows that the implementation of the make a match technique in this study is successful to improve the students reading comprehension. It means that make a match technique is good technique in teaching learning process especially in teaching reading.

The last related review is from Rina Lestiyaningsih “The Effectiveness of Using Video for Teaching Procedure Text Writing”. This research aim is to know whether the use of video media is effective or not for teaching procedure text writing to the eleventh grade students of SMAN 1 Banyudono in the academic year of 2015/2016. The results of the research show that the students who were taught using video is higher score in procedure text writing than the students who were taught by using textbooks. ‘

D. Frame of thinking based on understanding

In learning activities, both teacher and students are having an interaction. In learning a new material especially in skill writing, students feel difficulty in expressing their feeling in written form. Teachers still use a method that somehow, students feel bored. Then to make it attractive and interesting it is good for the students to use a technique.

‘Make a match’ technique is an alternative technique in the learning process. While the researcher wants to explain the material and do the exercise it is easy to apply this technique in the learning process. Because using this technique needs cooperation from the students by dividing the class into two groups and make a match for each card to succeed this technique. The last is students match the card and write in their book.

From those explanations, the writer concluded that using the make a match technique in teaching writing especially procedure text leads the students to elaborate their skill in

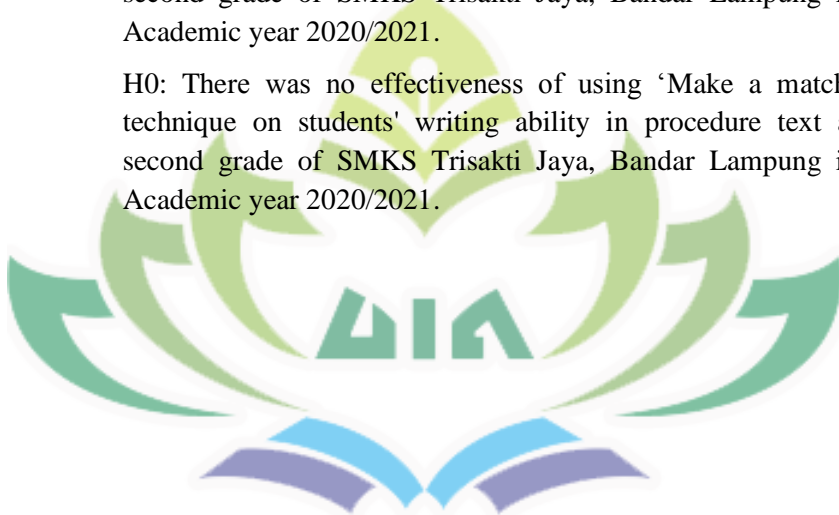
writing and make them interested in the learning process. Therefore, it is giving a good impact on students in the learning process. It helps the students in understanding the lesson inside the classroom.

E. Hypotheses

The researcher formulated the hypotheses were of this research as follows:

Ha: There was effectiveness of using 'Make a match' technique on students' writing ability in procedure text at second grade of SMKS Trisakti Jaya, Bandar Lampung in Academic year 2020/2021.

H0: There was no effectiveness of using 'Make a match' technique on students' writing ability in procedure text at second grade of SMKS Trisakti Jaya, Bandar Lampung in Academic year 2020/2021.





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